

Lockport City School District  
ELA Grade 4  
Unit 3  
Aligned to the Common Core 2011-2012

**Unit 3 Title:**

**Rationale:** Students who are college and career ready develop personal, cultural, textual, and thematic connections within and across genres as they respond to texts through written, digital, and oral presentations, employing a variety of media and genres.

**Duration:** 10 weeks

**PHASE ONE: DESIRED RESULTS**

**GRADE LEVEL SPECIFIC COMMON CORE LEARNING STANDARDS:**

**\*Note: highlighted standards are formally assessed within this unit.**

**Reading for Information**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **(RI.4.1)**

Determine the main idea of a text and explain how it is supported by key details; summarize the text **(RI.4.2)**

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text **(RI.4.3)**

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text **(RI.4.5)**

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. **(RI.4.6)**

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the

information contributes to an understanding of the text in which it appears. **(RI.4.7)**

Explain how an author uses reasons and evidence to support particular points in a text. **(RI.4.8)**

**Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (RI.4.9)**

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. **(RI.4.10)**

### **Reading for Literature**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **(RL.4.1)**

Determine the theme of a story, drama, or poem from details in the text; summarize the text.  
**(RL.4.2)**

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). **(RL.4.3)**

Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm) and drama (e.g., cast of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. **(RL.4.5)**

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. **(RL.4.9)**

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. **(RL.4.10)**

Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, personal events and situations. **(RL.4.11)**

Self-select text based upon personal preferences. **(RL.4.11a)**

### Foundational Skills

Know and apply grade-level phonics and word analysis skills in decoding words. **(RF.3a)**

- a. Use combined knowledge of all letter-sounds correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Read with sufficient accuracy and fluency to support comprehension. **(RF.4a-c)**

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Writing

Write opinion pieces on topics or texts, supporting a point of view with reasons, and information. **(W.4.1 a-d)**

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).
- d. Provide a concluding statement or section related to the opinion presented.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **(W.4.4)**

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing **(W.4.5)**

Conduct short research projects that build knowledge through investigation of different aspects of a topic **(W.4.7)**.

Recall relevant information from experiences or **gather relevant information from print and digital sources; take notes and categorize information**, and provide a list of sources **(W.4.8)**.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences. **(W.4.10)**

Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class. **(W.4.11)**

### **Speaking and Listening**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. **(SL.4.1a, c-e)**

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
  - d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
  - e. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **(SL.4.2)**

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal

English when appropriate to task and situation. **(SL.4.6)**

**Language**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **(L.4.1 a-g)**

- a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- b. Form and use the progressive (e.g., *I was walking, I am walking, I will be walking*) verb tenses.
- c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- g. Correctly use frequently confused words (e.g. *to, too, two, there, their*).

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **(L4.2 a-d)**

- a. Use correct capitalization.
- b. Use commas, and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

Use knowledge of language and its conventions when writing, speaking, reading, or listening. **(L4.3a-c)**

- a. Choose words and phrases to convey ideas precisely.
- b. Choose punctuation for effect.
- c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies. **(L4.4a-c)**

- a. Use content (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. *telegraph, photograph, autograph*).
- c. Consult reference materials (dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **(L.4.5 a-c)**

- a. Explain the meaning of simple similes and metaphors (e.g. *as pretty as a picture*) in context.
- b. Recognize and explain the meaning of common idioms, adages, proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g. *quizzed, whined, stammered,*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation). **(L4.6)**

### ESSENTIAL QUESTIONS:

- How can one person's view of the world affect others? (social studies)
- How do the achievements of others influence us?
- How can words change people's lives? (social studies)
- How did the actions of others affect and change the way we live today?(social studies)
- How can we best express our opinions on a subject? (social studies)
- Which tools can connect us to those we might learn more from?
- Which tools can help us locate and organize our facts best?
- When does it make sense to revise our thinking and work?
- Can you always believe what you see?
- How can a mistake turn into success? (social studies)
- How can attention to detail help solve a problem? (math, problem solving, ELA, SS, Science)

**BY THE END OF THIS UNIT,  
STUDENTS WILL KNOW:**  
(What do I need to teach?)

- **Strategies for determining the following when reading informational text:**  
Determine cause and effect, problem and

**BY THE END OF THIS UNIT,  
STUDENTS WILL BE ABLE TO:**  
(What do I need to model, coach the development of, and ask students to perform/do?)

- **Interpret, from informational text read:**

<p>solution, sequence of events and fact and opinion in informational texts. Determine whether the account is a firsthand or secondhand account, and develop strategies for summarizing and evaluating different accounts of the same event.</p> <ul style="list-style-type: none"> <li>• <b>From narrative text read:</b> draw inferences, summarize text, how to interpret organization, and genre</li> <li>• <b>Strategies for writing opinion pieces:</b> <i>How to</i> summarize and evaluate the opinion of others. Use the opinions of others to formulate and support one's own opinion. Choose and use appropriate facts and details to support one's own opinion.</li> <li>• <b>Strategies for using trade books for research.</b> How to evaluate the authenticity of a source, and how to ensure a source meets the needs of the researcher.</li> <li>• <b>Strategies for applying and improving use of conventions:</b> <i>How to</i> Use proper English grammar conventions when writing and speaking, Use knowledge of language and its conventions when reading, writing, listening and speaking, Use proper English grammar conventions when writing and speaking</li> <li>• <b>Strategies for demonstrating speaking, listening, and collaborative learning skills:</b> How to practice: Active listening, Taking turns while others speak, speaking</li> </ul>	<p>cause and effect, problem and solution, sequencing and fact and opinion, how to evaluate and interpret first or secondhand accounts of the same event.</p> <ul style="list-style-type: none"> <li>• <b>Interpret, from narrative text read:</b> Organization as a Trait of Writing, Genre, events in a story, and theme.</li> <li>• <b>Create, as writers of opinion pieces:</b> Guided Questions for Research, Model summarizing and evaluating opinions of others, Supporting details and using them to support one's own opinion. <b>Use, as writers of opinion pieces:</b> Facts from Varied Sources, Research Process, Revision, Texts and Graphic Sources, Organization as a Trait of Writing, Sequence of Events, Note-making.</li> <li>• <b>Use trade books to research.</b> Evaluate sources for authenticity and appropriateness to topic, summarize multiple sources on a topic</li> <li>• <b>Apply conventions:</b> Use proper English grammar conventions when writing and speaking, Use knowledge of language and its conventions when reading, writing, listening and speaking, Use proper English grammar conventions when writing and speaking</li> <li>• <b>Demonstrate speaking, listening, and collaborative learning skills:</b> Active listening, Taking turns while others speak, speaking clearly, Sharing facts found, Asking questions for clarification.</li> </ul>
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<p>clearly, Sharing facts found, Asking questions for clarification.</p> <ul style="list-style-type: none"> <li> <b>Strategies for Applying Foundational Reading Skills:</b>  <i>How to</i> read unfamiliar multisyllabic words accurately. Strategies for reading grade level appropriate text and trade books with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary.         </li> <li> <b>Language Skills</b>  <i>How to</i> make use of the knowledge of language and its conventions when reading, writing, listening and speaking. How to choose words and phrases to convey precise ideas, choose punctuation for effect. How to utilize formal and informal language when appropriate. How to use context clues, consult reference materials to find the pronunciation and definition. Demonstrate understanding of word relationships and nuances in word meanings.         </li> </ul>	<ul style="list-style-type: none"> <li> <b>Foundational Reading Skills:</b>            Read accurately unfamiliar multisyllabic words, Read grade level text with purpose and understanding. Use context to confirm or self-correct word recognition and understanding, re-reading as necessary         </li> <li> <b>Language Skills:</b>            Use knowledge of language and its conventions when reading, writing, listening and speaking, choose words and phrases to convey precise ideas, choose punctuation for effect, Utilize formal and informal language when appropriate. Use context clues, Consult reference materials to find the pronunciation and definition. Demonstrate understanding of word relationships and nuances in word meanings.         </li> </ul>
<b>PHASE TWO: ASSESSMENT EVIDENCE</b>	
<p><b>Which Common Core Standard(s) for Literacy are formally assessed within this unit?</b></p> <p>RI.4.3, RI.4.9, W.4.1a-d, W.4.4, W.4.5, W.4.8</p>	
<p><b>Unit 3 Culminating Task:</b> Compare/Contrast different accounts of the Civil Rights Movement and use what was learned from text to develop and support an opinion on how lessons learned from this</p>	



movement are seen and applied in our community.	
<b>What will the student do or produce to demonstrate their understanding and abilities?</b>	<ul style="list-style-type: none"> <li>• <b>How will the teacher support performance on this task?</b></li> <li>• <b>How will the teacher formatively assess student work and provide feedback?</b></li> </ul>
<p><b>Students will.....</b></p> <p>Read various accounts of the Civil Rights Movement and record various facts and opinions on note sheets provided.</p> <p>Guide discussion around lessons learned from Civil Rights Movement.</p> <ul style="list-style-type: none"> <li>• <b>Writing Task: <i>Rough Draft</i>- Use what was learned from text to develop and support an opinion on how lessons learned from this movement are seen and applied in our community. Submit for peer review.</b></li> <li>• Revise draft in response to feedback from peers. Submit revised draft to teacher for review.</li> <li>• Revise draft in response to feedback from teacher. Submit for grade.</li> </ul>	<p><b>Teacher will.....</b></p> <ul style="list-style-type: none"> <li>• Provide access to narrative non-fiction texts and graphic sources on Civil Rights Movement.</li> <li>• Ask students to determine what lessons can be learned from the Civil Rights Movement; Discuss.</li> <li>• Model strategies for integrating information from at least two different sources in order to develop and support an opinion, prior to asking students to complete the rough draft.</li> <li>• Assign writing task.</li> <li>• Collect opinion pieces for peer review (use warm and cool feedback)</li> <li>• Review opinion pieces and provide feedback using rubric.</li> <li>• After final revisions, grade opinion pieces using rubric.</li> </ul>

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**PHASE THREE:  
WHERE REMAINING SKILLS AND CONTENT CAN BE TAUGHT WITHIN THE  
LITERACY BLOCK**

<b>MOMENT:</b>	<b>PROVIDES TEACHERS POTENTIAL TO TEACH AND FORMATIVELY ASSESS:</b>	<b>USING THESE RESOURCES:</b>
<b>Guided Reading</b>	Targeted comprehension, fluency, listening and speaking and /or language skills	Leveled Readers. Appropriate novels and text to be chosen by teacher.

<p><b>SHARED READING AND LISTENING TO AUDIO VERSIONS OF TEXT</b></p>	<ul style="list-style-type: none"> <li>•Cause and Effect</li> <li>•Fact and Opinion</li> </ul> <p>Generalizing</p> <p>Use of graphic sources to support text</p> <ul style="list-style-type: none"> <li>•Active Listening</li> <li>•Speaking Clearly</li> <li>•Sharing Facts Found</li> <li>•Revision</li> <li>•Organization as a Trait of Writing</li> </ul>	<p>Individual or small group-selected text and graphic sources relevant to Civil Rights Movement (e.g., <i>Through My Eyes</i> – Ruby Bridges, <i>Colored Water</i>, You Tube-Montgomery Sit In.</p> <p>Leveled Readers from Book 6: <i>We Shall Overcome; The Civil Rights Movement</i></p> <p>Rubrics Checklists</p> <p>Book 6 Reading Selection: <u>My Brother Martin</u></p> <p><b>Use help of library media specialist to gather required resources.</b></p>
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